

The Lexile Framework for Reading in Action

Key Concept Synthesis

- Pre-Reading
- During Reading
- Post Reading

Task Suggestion: For Georgia Performance Standard HS-IHS-7, utilize the resource titled, 'Why Do I Breathe' (990L) and ask students to complete a Key Concept Synthesis activity.

Description: Key Concept Synthesis is an effective strategy for allowing students to identify the central concepts of a text, and to put those concepts into their own language while making connections to other concepts.

How It Works: Key Concept Synthesis helps students to determine the key concepts in a piece of text and then relate those concepts to broader ideas. Key Concept Synthesis requires students to first use textual clues to determine the key concepts in a piece of text. These include looking for divisions or sections within the text, determining which sentence in each paragraph is the topic sentence, and learning to 'forecast' the main idea. Once a student is able to identify the central concepts of a text, they can restate those ideas in their own words, and then make even broader connections between those concepts and other ideas or knowledge. The practice of restating the idea in their own words allows teachers to spot fallacies and misunderstandings in the student's representation of an idea.

How It Can Be Used: Key Concept Synthesis can be used across multiple content areas and is particularly useful with science and mathematics instruction.

- ◆ Key Concept Synthesis is best used with text that is at or below the student's Lexile measure.
- ◆ Some students may prefer to use an artistic or graphical device, like a mind map, to establish the key concepts.
- ◆ Once students have completed the graphic organizer, they can share their ideas with other students and identify how they determined the key concepts and how they determined the relevant connections.

- ◆ Upon completion, it is advisable that students share their efforts with their peers. Students are advised to discuss the methods they used to establish the key concepts and how they identified the primary connections.